DOCUMENT RESUME

ED 040 621 FL 001 785

AUTHOR Heiser, Mary
TITLE Discussion and Outline of a Course on Methods of Teaching a Foreign Language.
PUB DATE [64]
NOTE 8p.

EDRS PRICE EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS Applied Linguistics, Classroom Techniques, College Faculty, Course Content, *Course Descriptions, Course Objectives, Demonstrations (Educational), Educational Objectives, Graduate Students, Inservice Teaching, *Language Instruction, *Methods Courses, *Modern Languages, Second Language Learning, *Teacher Education, Teachers, Teaching Assistants, Test Construction, Testing

ABSTRACT

This course, designed for instructing potential teaching assistants to teach college students a foreign language, concentrates on six major areas of preparation. A detailed outline covers: (1) course introduction and definitions, (2) applied linguistics, (3) approaches and methods, (4) testing, (5) classroom techniques, and (6) demonstrations. Interrelationships of approach, method, and technique are clarified and instructional objectives of the course are set forth. [Not available in hard copy due to marginal legibility of original document.] (RL)

ED040621

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Discussion and outline of a course on methods of teaching a foreign language

(Prepared by Mary Heiser, University of Washington)

The University of Washington is on the quarter system (10 weeks), and the class described herein will meet only twice a week, giving a total of twenty class hours. It will be too much to expect all the new teaching assistants to have had any previous training in linguistics. Therefore, I shall have to extend the Methods course to include some applied linguistics as well.

As 'methods' is a vague term, I also propose, in my class, to break this down into the following sub-divisions corresponding to the suggestions of Edward M. Anthony of the English Language Institute at the University of Michigan: Approach -- a set of correlative assumptions dealing with the nature of language and the nature of language teaching and learning. An approach is axiomatic. It states a point of view, a philosophy, an article of faith -- something which one believes but cannot necessarily prove: Method -- an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural; a Technique is implementational -- that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. Techniques depend on the teacher.

FL001785

Considering the limited amount of time and the enormous amount of material to be covered, this outline seems overly ambitious, but it will have to be tried and tested. Obviously, some areas will be given only superficial treatment.

This outline is also devised for teaching assistants who will not start their teaching until the second quarter, at which time they will have completed this course. If the Methods course and initial teaching experience were concurrent: 1) I would meet with all teaching assistants prior to the first class to explain departmental policy on classroom conduct and procedures, and to remark on the approach, method, and utilization of the text; 2) New teaching assistants would be encouraged and expected to visit experienced persons teaching the same course as soon as possible; 3) New teaching assistants would be visited twice (one announced visit, one unannounced visit) during the first quarter by myself or other senior faculty, and perhaps the former teaching assistants would be asked to sit in at least once on one of the new TA's classes; 4) New TAs would be asked to turn in to me a copy of their weekly quizzes before they are given; 5) TAs who do not pass the MLA proficiency test would be asked not to teach during the first quarter (or until language qualifications are met), and would be required to take a language skills course. Teaching a double load second quarter, or doing other work for the department might still make it possible to subsidize these students for at least one quarter; 6) There would be individual meetings with the new TAs, and more frequent group meetings to discuss problems, etc.; 7) A visit to the language laboratory for all new people would be organized before classes start.

DESIRED QUALIFICATIONS FOR STUDENTS (TAs) BEFORE ENTERING THE CLASS:

Competence in the four skills of the foreign language (FL) as determined by the MLA Proficiency Tests for Teachers and Advanced Students. If there are students who have been selected as TAs who do not show competence in the FL, I would suggest that they be required to take a language improvement course as well as the Methods course, and put off their teaching until proficiency in the FL is demonstrated.

DESIRED GOALS:

It is hoped that the students will leave this course with:

1) an idea about the nature of language in general, and about the contributions and limitations of linguistics and applied linguistics to the teaching of a FL.

2) some knowledge about the phonological, morphological, syntactical, and lexical structures of English and French, and of the points of difference or interference between the two languages.

3) ability to anticipate major difficulties of students, and to explain, possibly prevent, or correct these errors.

4) knowledge about different current approaches to FL teaching (with particular emphasis on the elementary college level).

-ability to analyze and evaluate the various methods of teaching a FL, which are based on one or more approaches.

5) ability to evaluate instructional materials and facilities, keeping various methods in mind (e.g., texts, tests, language laboratory, workbooks, films, records, tape recorders, teaching machines in general, programmed learning, etc.).

6) ability to construct, evaluate, and interpret quizzes and tests which test the four skills, and which are consistent with particular methods and approaches.

7) acquaintance with various classroom procedures and techniques (e.g., use of the blackboard, use of English in the classroom, ways of asking questions and then calling on students, etc.).

8) familiarity with the approach of and materials in the specific textbook they will use.

PROGRAM DIVISION: A BRIEF OUTLINE

I.	Introduction and definitions	(fulfills GOALS #1)
II.	Applied linguistics	(#2 & 3)
III.	Approaches and methods	(#4 & 5)
IV.	Testing	(#6)
V.	Classroom techniques	(#7)
VI.	Demonstrations with text	(#8)

MORE DETAILED OUTLINE

		READ
I.	Introduction	
	A. Definitions	
	1. Language	Sapir, Ch. 1
	2. Linguistics (vs. literature)	
	3. Applied linguistics	Pulgram Politzer Twaddell
	a. theory of ...	
	b. application of theory of applied linguistics	
	c. limitations of applied linguistics in teaching	

B. The greatest asset of including (applied) linguistics in a Methods for TAs is to allow them to gain deeper insight into the structure of the English and French languages. -- Rigorously descriptive.

II. Applied linguistics

The goal of this section is to acquaint students with the contrastive structures of English and French. Ideally, this should start with a thorough descriptive analysis of both languages on the following levels: 1) phonetic, 2) phonemic, 3) morphemic, 4) syntactic, and 5) lexical. We will probably contrast the various levels independently, so far as a separation of levels is possible, stressing the first three, and pointing out dissimilarities between the two systems, as well as corrective procedures for students where difficulties are anticipated. (Because of the limited amount of time, our descriptions and contrasts will only hit the high spots.)

Before this problem is attacked, however, some practice in descriptive linguistic analysis will be necessary. This will include:

1) Introduction to <u>phonetics</u>: definitions - terminology
   - symbols (their articulatory description & classification)
   - practice in discrimination, production, & symbolization.

2) Introduction to <u>phonemics</u>: - definitions
   - discovery procedures (purpose & methods of analysis)
   - problems

3) Introduction to <u>morphemics</u> and <u>syntax</u> (same sub-classes as #2 above).

III. Approaches and methods of FL teaching

A. Readings assigned for this section will be quite diversified and mostly optional. They will include: Lado, Brooks, Allen, and many selected articles.

B. Approach: Discussion of the theoretical assumptions behind various approaches, as, for example, the 'grammar-translation' approach, the 'audio-lingual' approach, the 'direct method' approach, etc.

C. Methods

1. Consideration of the questions: How are various methods consistent or inconsistent with a particular approach? How do they carry out an approach? For example, both the mim-men and pattern practice methods share the audio-lingual approach.

2. Evaluation procedures for texts, tests, and other instructional materials. How is material presented? How complete is it? Is the presentation clear and simple? Types of exercises (learning vs. testing); review lessons; etc.

IV. Construction, evaluation, grading, and interpretation of quizzes (weekly), tests, final examinations, etc.

A. Testing the four skills (speaking, comprehension, reading, writing).

1. How

2. Pitfalls to be avoided

3. Consideration of different approaches and methods in testing

B. Students will be given problems. They will be asked to construct sample tests or quizzes based on different units in the textbook they will be using the following semester and/or on particular problems in one of the four skills.

C. Class evaluation of these tests, with comparisons of different types of tests on the same material.

D. Discussion of grading and evaluating students.

E. Discussion of what to test, when to test, how often, announced vs. unannounced.

F. Suggested readings: Lado, Pimsleur, Politzer, MLA.

V. Classroom techniques and procedures:

A. A handout prepared by R. L. Politzer for TAs at the University of Michigan is available for distribution.

B. In this section of the course, students will be asked to give demonstration classes, using the current textbook, which will be followed by:

1. Critical evaluation of techniques

2. Brief discussion of:

a. Use of English in the classroom.

b. Classroom conduct and decorum (dress, smoking, familiarity with students, gum, tardiness, etc.).

c. Use of the blackboard (by the teacher, students, before-class preparation).

d. walking around, sitting, etc.

e. Breaking up the class hour (preventing boredom, keeping the class lively).

f. The handling of discipline problems.

g. Dos and don'ts concerning how to correct students--individual differences.

h. Useful hints, e.g., call on students only after the question has been asked, not before, so that all students listen to the question and prepare the answer; the use of 3 by 5 cards for roll, class participation (shuffling prevents teacher from calling on the students in a predictable order) and the use of these cards prevents the teacher from 'playing favorites' if every student is given a chance to participate before a

reshuffle).

i. The art of avoiding too many irrelevant questions, which tend to be embarrassing, time-wasting, and confusing. In order to avoid confusing the rest of the class and embarrassing himself, the teacher should accept only a very few questions which can be answered simply. If this is not the case and the student persists, DON'T ARGUE or feel obliged to defend yourself. Ask the student to see you after class. If the student is really interested in knowing the answer, he will pursue the matter, and by that time you will have had some time to think out an answer, to understand and clear up his confusion.

j. Use of the language laboratory, tape recorders in class, phonographs, films, etc.

k. the speed of the French to be used in class.

In addition to this preparatory work done in class, I would also request that each of the TAs who will be teaching the following quarter two visits to a class which is similar to the one they will be teaching, and which is currently being taught by a competent and experienced teacher. In the Methods class itself, I would like to use the five-part film series Principles and Methods of Teaching a Second Language, produced by the MLA and CAL.